Lesson Plans

(English)

Term ... 4

Level ... 3

4th Term

Level 3

WKS	Communication	Reading	writing	Assessment
1.	• Long and short sound of **e, ee -ea.** • Introducing each other (**memory game**).	• Poem "**snow**" • Structure exercises.	• Exclamation mark.	
2.	• Ending sound - **le.** • listening (**Rhyming lines**)	• Text. '**A new boy in class**'	• A letter of note.	**Yes**
3.	• Ending sound - **ung** • listening (**Rhyming lines**)	• Text: "**The Fox and the Grapes**". • Reading aloud, Structure Practice.	• **Past and present** (first and second forms of verb)	
4.	• Sounds of - **ou.** • Listening (**Making words**)	• Extensive reading	• 2nd form of verb "**Does it sound right**"	**Yes**
5.	• Dipthongs **ou - ow** • Beginning a phone conversation.	• Text "**Grass snakes**" • Reading aloud, crossword puzzle (**Animal safari**)	• Paragraph writing "**The Bears**"	
6.	• Diagraph **ph - gh** • Listening (**Making words**)	• Poem '**One World, one Home**'.	• Diary writing	**Yes**
7.	• Silent letters - **dge** • Listening a story **(life on a farm)**	• Text: '**Cows**' • Reading aloud.	• Word play (**Words that are ill!**)	
8.	• Silent consonants **K, W, gh, C** Asking and answering about shopping.	• Text "**The Fir Tree**"	• Describing words (**Opposites**)	**Yes**

Level 3
Term 4
Layout missing
have asked
for it.

Lesson plan
(English)

Level: 3

Term: 4

Week: 1

Communication	Reading	Writing	Assessment
• Long and short sound of **e, ee - ea**. • Introducing each other (**memory game**).	• Poem "**snow**" • Structure exercises.	• Exclamation mark.	

Level: 3 Term: 4 Week: 1 Day: 1	lesson plan	Communication

1. **Objectives:** To enable them to identify the spellings of long and short vowel sound words (**ea**).

2. **Function:** Pronouncing the words properly.

3. **Activity:** Drill.

4. **Material:** Worksheet **(Ned's Red Guitars)**, chart, coloured pencils (red, grey).

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5. Procedure:

a. **Words for choral drill.** (from the chart)
Explain the difference of sounds.

<u>Short E sound</u>

Bread Thread Health Deaf

Dead Death Head Read

<u>Long E sound</u>

Meat Seat Bead Read

Mean Bean Each East

(Prepare a chart for these words. Use two different colours for two sounds)

b. **Worksheet (Ned's red guitars)**

- Pronounce the words in guitars.
- Give a choral drill.
- Do as directed in the worksheet.

c. Write **Ned's words** and **Nate's words** in alphabetical order in your c/ work copy.

6. Follow up: "Copy the exercise –**c** in your H / work copy".

- **(Free writing ------- 5 Min.)**

Level: 3 Term: 4 Week: 1 Day: 2	**Lesson Plan**	**Communication**

1. **Objective:** To practise listening and retaining information.

2. **Function:** Introducing each other

3. **Activity:** Memory game.

4. **Material:** Name cards.

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5. **Procedure:**

a. Preparation.

Make the name cards. Write different names on the cards. Select those names which are not found in your class

Tell them that it's a listening and speaking class and they are going to play a memory game.

b. Memory game.

- Call five students and make them stand /sit in a semi circle in front of the class.
- Give them any five cards and ask them to hide from each other.
- First one introduces him /her self, saying: "I am Ahmad".
- The second child repeats the introduction of his / her fellow and then introduces him / herself --- saying,
  "He is Ahmad and I am Nafis".
- The third child follows in the same way, saying,
  "He is Ahmad, he is Nafis and I am ________".
- The activity moves on until the last child introduces all and him / herself as well.

C. Repeat the activity and add more students in the 2nd group .So the 3rd group will have ten members.

Further Practice.

- If time allows you can add more information on the cards--- such as,

  Ahmad
  Class 2.
- So the introduction line says,
  "He is Ahmad and he studies in class 2".
  (Every card should have a different class).

Level: 3
Term: 4
Week: 1
Day: 3

Lesson plan

Reading

1. **Objectives:** To enjoy reading a poem with rhythm and fluency.

2. **Skill:** Reading for pleasure.

3. **Topic:** **"Snow"**

4. **Material:** Poem page.

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5. **Procedure:**

a. Pre—Reading

Talk about seasons. Ask the following questions.

- Do you like winter season?
- What things are different which you do not have in other seasons.
- Have you ever made a snow man?
  (If not tell them about snow man and point out in the picture).

b. Poem page.

Follow the procedure as suggested.

c. Ask them to underline the rhyming words of the poem at the poem page.

6. **Follow up:**

Copy the rhyming words of the poem.

Free Writing (Last 5 – minutes)

Finish your lesson seven minutes before and set the class for free writing. Follow the procedure as suggested in the orientation sessions.

Level: 3
Term: 4
Week: 1
Day: 4

Writing

Lesson Plan

1. **Objectives:** To enable them to practise the structure exercises.

2. **Skill:** Structure Practice.

3. **Topic:** Study skill, Verb, Sentence structure.

4. **Material:** Worksheet **(Structure Exercises)**

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5. **Procedure:**

a. Worksheet:

Explain the concept of each structure one by one before asking them to do the particular target.

Give one or two examples on the board.

Task – 1: **Study skill:**

Task – 2: **Selection of verb.**

e.g. I ________ chocolates. (Wash, eat, cook)
He ________ up the tree. (Ran, walk, climbed)

Explain why we require some particular word to make a sensible sentence.

Task – 3: **Use of has or have.**

e.g. The girls________ to fees.
The girl ________ a doll.

Explain that the verb always matches with its subject. If the subject is singular with the exception of I, the verb always takes its singular form.

Task – 4: **Sentence Making:**

- e.g. Put shelf, dolls I the in.

Explain the role of a subject and the place of a verb in a sentence.

Peer checking and feed back follows each Task.

6. **Follow up:**

Repeat Task – 4.

Level: 3 Term: 4 Week: 1 Day: 4	Worksheet (Structure Exercises)	Reading

Task 1: Put these names in alphabetical order as they would appear in a register.

Zia ________________
Amir ________________
Bina ________________
Rashid ________________
Wasima ________________
Tina ________________
Osama ________________

Task 2: Complete the sentences, choosing one of these doing words given in brackets.

- I always _________ my meal quickly. (throw, eat, see)
- My mother_________cakes on Sunday. (makes, finds, clean)
- The boy _________ over the wall. (jumped,run,climbed)
- She _________ the pots in the kitchen. (washed,threw, bought)

Task 3: Fill in the blanks with has or have.

- Some cows ________ horns.
- I ________ many story books.
- She________ only one story book.
- Pakistan ________ five rivers.

Task 4: Write the sentences, putting the words in the correct order.

- for time it lunch. is ____________________________
- rabbit. ran the after fox the ____________________________
- under my table. fell the pencil ____________________________
- lives. my is aunt town ____________________________

Level: 3 Term: 4 Week: 1 Day: 5	**Lesson Plan**	**Writing**

1. **Objective:** To identify the mark of exclamation **(!).**

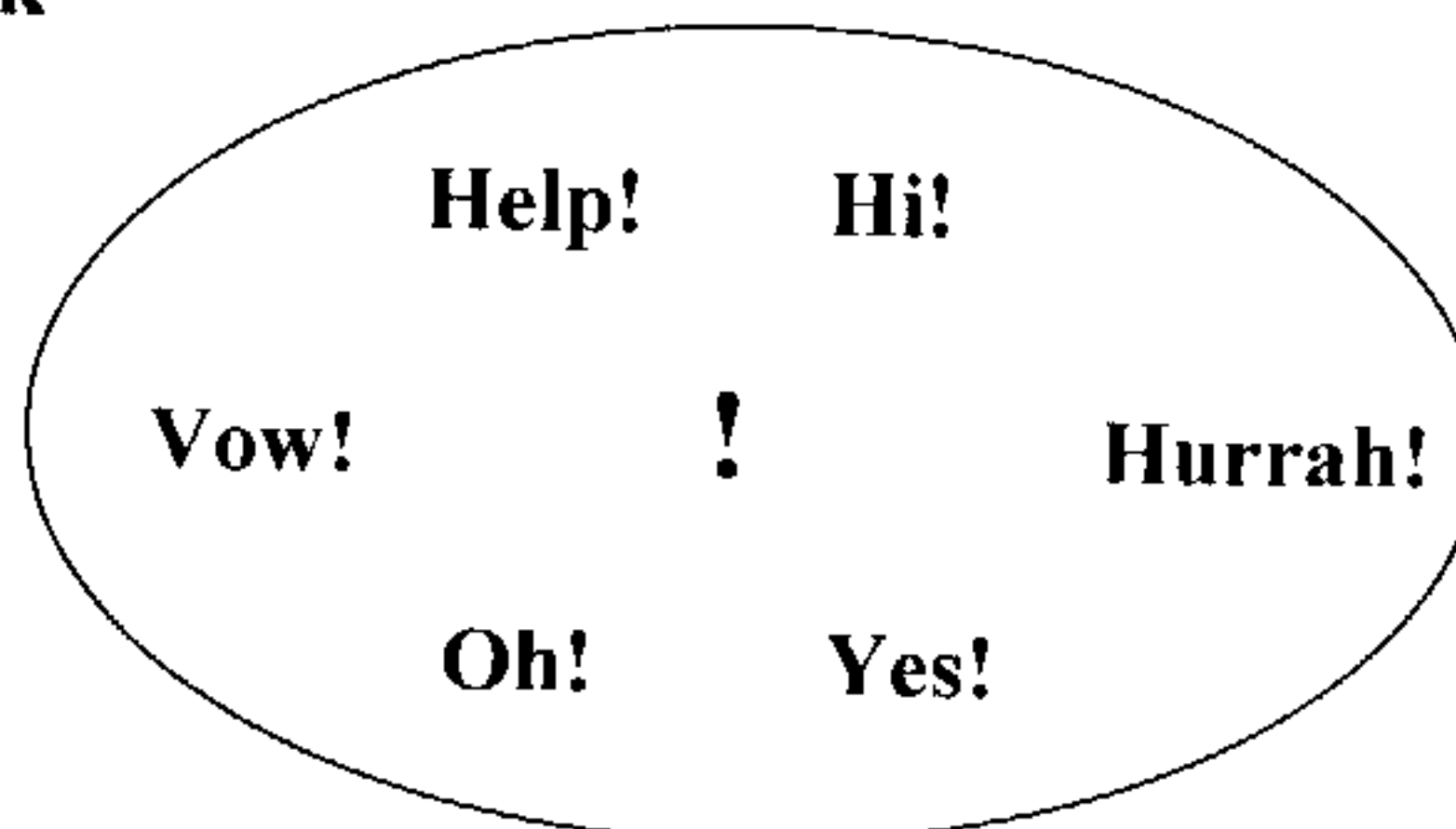
2. **Function:** Using the marks in writing.

3. **Activity:** Exercise work.

4. **Material:** Worksheet (**Exclamation mark**). Chart.

5. **Procedure:**
   a. prepare a chart with the following mark and highlight the mark of exclamation.

- **Full stop** (.)
- **Question mark** (?)
- **Comma** (,)
- **Apostrophe comma** (_ ' _)

Exclamation mark

b. Explain in simple words what is written in the box about Exclamation mark.

c. Worksheet

- **Task 1.**
- **Task 2.**
- **Task 3. (all punctuation marks _ . ? !)**

6. **Follow up.** Repeat task—3.

- **Free writing ___ (5 – minutes).**
- **Writing practice page for free day.**

Lesson plan
(English)

Level: 3

Term: 4

Week: 2

Communication	Reading	Writing	Assessment
• Ending sound - **le.** • listening (**Rhyming lines**)	• Text. **'A new boy in class'**	• A letter of note.	**Yes**

Level: 3 Term: 4 Week: 2 Day: 1	**Lesson plan**	**Communication**

1. **Objectives:** To enable them to pronounce properly (**Ending sound le**).

2. **Function:** Practising pronunciation.

3. **Activity:** Gap filling and colouring.

4. **Material:** Worksheet (**Happy birthday!**).

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5. **Procedure:**

a. **Words for drill.**
Write on the board.

middle purple stumble little

tumble turtle crumble bubble

b. **Worksheet** (Pair work).

- Do as directed in the worksheet.
- **Task 1.** Finding words for the gaps (candle, table, battle, turtle, rattle).
- **Task 2.** Colouring.

c. **Spy game** (revision)
(You say and the class guesses orally. Say each word many times).

- I spy a word which rhymes with **ear.**
- I spy a word which rhymes with **more.**
- I spy a word which rhymes with **Food.**

6. **Follow up.**
"Copy the words from the board and the worksheet in your H / work copy."

(Free writing------- 5 Min)

Level: 3 Term: 4 Week: 2 Day: 2	Lesson Plan	Communication

1. **Objective:** To listen and identify.

2. **Function:** Identifying rhyming words.

3. **Activity:** Listening from the tape.

4. **Material:** **Worksheet** (Rhyming words), cassette player and cassette.

5. **Procedure:**

   a. Prepare your class for listening from the tape.

   b. **Worksheet** (rhyming words).

   Distribute worksheets and explain the task properly.

   - **Task 1.**

     Play the cassette and ask them to listen only. In the beginning, you hear a girl speaker who gives introduction and then starts saying rhyming lines.

   - **Task 2.**

     Play the cassette again and ask your students to underline the rhyming lines.

   - **Task 3.**

     Play the cassette again and ask your students to say the lines aloud along with the speaker. The teacher should also repeat with the students.

Level: 3 Term: 4 Week: 2 Day: 2	Rhyming lines	Communication Date:

Task 2: Listen and draw a line under the rhyming words.

"What's all the clatter?" asked the platter.

"Teapot fell," said the dinner bell.

"Teapot broke," said the artichoke.

"She went kerplop!" said the mop.

"Is she dead?" asked the bread.

"Just a break," said the steak.

"Broke her spout," said the trout.

"A fine fettle," said the kettle.

"Alas," said the glass.

"What a life," said the knife.

"Push her up," said the cup.

"I can't," said the ant.

"You can," said the pan.

"You must," said the crust.

"Please try," said the pie.

"That's the way," said the tray.

Continued.

Level: 3 Term: 4 Week: 2 Day: 3	**Lesson plan**	**Reading**

1. **Objectives:** To read and understand.

2. **Skill:** Reading silently.

3. **Topic:** 'A New Boy in Class'

4. **Material:** Text page, worksheet (**A new boy....**)

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5. **Procedure:**

a. Ask the following questions.

Is there any new boy/girl in the class?

Who was your first friend in this class?

Write the topic on the board.
Distribute text pages.
Talk about the picture of the text and ask few questions about it.

b. Worksheet

Task 1: (Fast reading)

Task 2.
Task 3.
Task 4.

Peer checking and feed back follows each task.

Note: If time allows, you can ask them to read aloud.

6. **Follow up:** Repeat Task – 3.

(Free writing----- 5 Minutes).

Level: 3 Term: 4 Week: 2 Day: 4	**Lesson plan**	**Writing.**

1. Objectives: To enable them to write a letter of note to friends.

2. Function: Writing informally, expressing inability.

3. Activity: Note writing (letter writing).

4. Material: Worksheet. (**Note writing**) C / Work copy.

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5. Procedure:

a. Explain them a difference between letter and a note.

- Letter—formal / informal, with proper and complete detail.
- Note --- a simple and small message given to others in an informal way of writing.

b. Worksheet

- Explain the example letter given on the worksheet.

Task 1.

- Reading of the sample letter ----- (many times) by the students, one by one.

Task 2. (Pair work).

- Ask them to write a note to their friends by choosing one of the given cues from the box.
- Write the following on the board.
  Be careful in
  - Using capital letter, comma, question mark and apostrophy comma.
  - Marking date (only day and month).

c. Peer checking.

When they finish their writing, they will exchange their writing page to check each others work.

Tell them to use ⬭ as a symbol for marking mistakes of their partners.

d. Re--drafting. (c / work copy).

Tell them to rewrite the letter in their **c / work copy** and remove the mistakes. They can ask from their partners or their teacher as well.

6. Follow up. Repeat task ---d.

(Writing practice page for free day)

Level: 3
Term: 4
Week: 2
Day: 3

Worksheet

(A new boy in class)

Date:

Task 1: Look at the page and write the names of the following.

__________ A new boy.
__________ Old student.

Task 2: Say Yes or No.

_____ At first no one played with Faisal.
_____ Faisal was happy on the first day.
_____ All the boys played hide and seek during break.
_____ Hafiz sat next to Faisal in class.
_____ Next day, Faisal did not play very well.

Task 3: Write answers.

Why was Faisal unhappy?

____

Why did Hafiz sit next to Faisal?

____

Why were the boys sorry?

____

Task 4: Punctuate the sentences.

what is ahmad drinking ____________________

on sunday we stayed at home ____________________

where is america ____________________

riaz lives in islamabad ____________________

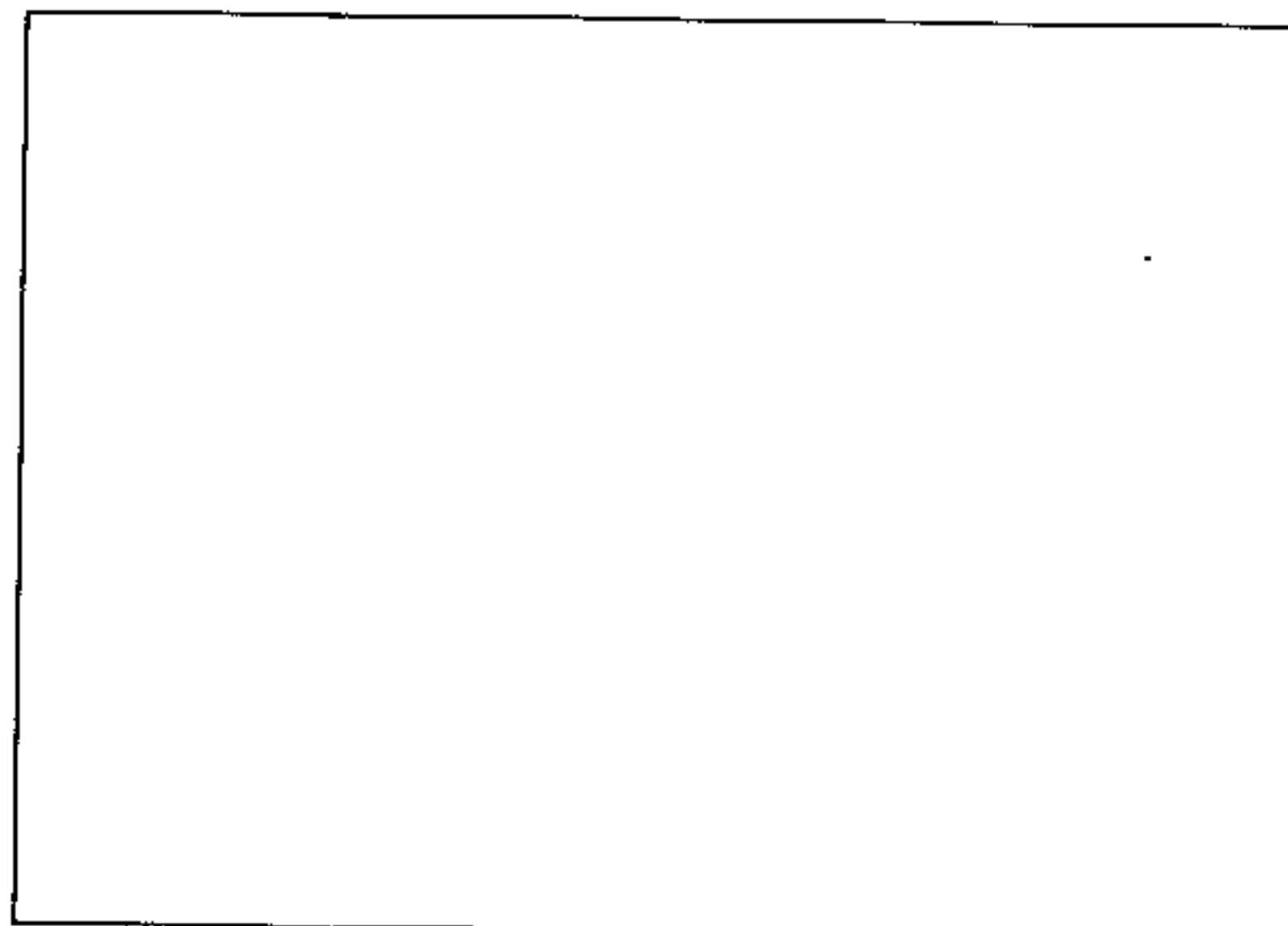
when is eid ____________________

Level: 3 Term: 4 Week: 2 Day: 6	worksheet	Assessment Date:

1. Write the rhyming words.

   (e) bread _______ _______ _______

   (ee) meat _______ _______ _______

2. Write answers for each question.

   - Why was Faisal not happy on the first day?

   ____

   - Why did Hafiz sit next to Faisal in class?

   ____

3. Put question mark, full stop and exclamation mark where required.

   - Can I play with you
   - Uzma is my best friend
   - Vow I love ice- cream

4. Write a note to a friend, asking him /her to play football with you.

Lesson Plan
(English)

Level: 3

Term: 4

Week: 3

Communication	Reading	Writing	Assessment
• Ending sound **ung** • Listening (**Rhyming lines**)	• Text: "**The Fox and the Grapes**". • Reading aloud, Structure Practice.	• **Past and present** (first and second forms of verb)	

Level: 3 Term: 4 Week: 3 Day: 1	Lesson plan	Communication

1. **Objectives:** To enable them to pronounce the ending sound **ung** .

2. **Function:** Practising pronunciation.

3. **Activity:** Rewriting a story.

4. **Material:** Worksheet (**The Bell Has Rung**).

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5. Procedure:

a. Words for choral drill.

Rung	**Stung**	**Swung**	**Flung**
Wrung	**Clung**	**Sung**	**Hung**

b. Worksheet

- **Task 1.** Ask them to fill in the blanks, taking the words from the word box.
- **Task 2.** Ask them to read the story aloud.
  (More than three times).
- **Task 3.** Divide the class in groups of three and ask them to make the story longer by writing at least three sentences about what the boy did at home.
  Feed back and peer checking follows each task.

6. Follow up.

Copy the story in your H / work copy.

(Free writing ---------- 5 Min).

Level: 3 Term: 4 Week: 3 Day: 2	**Lesson Plan**	**Communication**

1. **Objective:** To listen and identify.

2. **Function:** Identifying rhyming words.

3. **Activity:** Listening and pronouncing.

4. **Material:** Worksheet **(Rhyming Words)**, cassette player and cassette.

5. Procedure:

a. Prepare your class for listening from the tape. Tell them that they are going to listen the same lines which they have listened last week. This time the speaker is a man.

b. Worksheet.

Distribute worksheets and explain the task properly. Play the cassette.
Ask them to read the line, written on the worksheet along with the speaker .When the speaker leaves the words **unspoken** after the word--------- said he -----------, then the class pronounces the rhyming words together which are there on the sheet.

e.g.

- Speaker: "What is the **clatter**?" asked the __________

  Students __________________ **platter.**

- Make sure that the class listen the whole line and only pronounces the last rhyming word (written on the worksheet).

c. Repeat the cassette more than once. Now the class repeats the whole line along with the speaker.

d. Further practice

Stop the cassette player and ask the students to read the rhyming lines together without listening.

6. Follow up.

Write any five lines that you remember.

(Free writing ---------- 5 minutes)

Level: 3 Term: 4 Week: 3 Day: 2	Rhyming lines	Communication Date:

Task 1. Read the lines with the speaker and pronounce the word which the speaker does not say.

"Will you look at that! "said the cat.
"My word!" said the bird.

"Aren't they nimble," said the thimble.
"Aren't they smart," said the tart.

"Rather rare," said the pear.
"Superb," said the herb.

"Keen," said the bean.
"Neat," said the beet.

"Dandy," said the candy.
"Supreme," said the cream.

"That's the ticket," said the cricket.
"Gee!" said the pea.

"I agree," said the tea.
"What a show!" said the dough.

"Good cheer!" said the root beer.
"She'll be all right," said the light.

"Take my advice," said the rice.
"She'll heal," said the peel.

Level: 3 Term: 4 Week: 3 Day: 2	Rhyming lines	Communication Date:

"She's good as new," said the stew.

"What a blessing," said the dressing.

"Get her up to the top," said the chop.

"Some trick!" said the candlestick.

"Some climb!" said the thyme.

"Give them room," said the broom.

"Keep alert," said the dessert.

"Co-operate," said the plate.

"Form a battalion," said the scallion.

"Pull hard," said the lard.

"Give a tug," said the bug.

"Don't rock," said the clock.

"Don't break her," said the shaker.

"Don't choke her," said the poker.

"She'll crash!" said the trash.

"I can't look," said the book.

"I can't bear it," said the carrot.

"Head her east," said the yeast.

"A close scrape," said the grape.

"What power," said the flower.

"We've Won!" said the bun.

"What a relief," said the beef.

Level: 3 Term: 4 Week: 3 Day: 3	**Lesson plan**	**Reading**

1. **Objectives:** To read and follow the events of the story.

2. **Skill:** Reading comprehension.

3. **Topic:** **'The Fox and the grapes'**

4. **Material:** Text page, Worksheet 'The Fox and the grapes'.

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5. **Procedure:**

a. Before reading

Talk about fruits and ask,

Which fruits are sweet in taste?

Which fruits are sour in taste?

Which fruits are sweet and sour?

- If they do not have clear idea about sour, then give example of lemon's taste.
- Prepare them to read a story of 'Fox and grapes'.

b. Reading

Worksheet (Pair work)

Task 1: Fast reading. Take feed back just after two minutes.

Task 2:

Task 3:

c. Peer checking and feed back follows each task.

6. **Follow up:**

Repeat Task - 3.

Level: 3 Term: 4 Week: 3 Day: 3	Text Page	Reading

The Fox and the Grapes

One hot summer's day a fox was passing by a garden. He saw grapes hanging over the wall. "Just a juicy thing for my thirst," said he to himself. Going back a few steps, he took a run and jumped over the wall, but he missed the bunch.

Turning round again, with a one, two, three, he jumped up, but no success. Again and again he tried but he couldn't. at last he gave up the idea and walk away with his nose up in the air, saying,

"I'm sure the grapes are sour."

Level: 3
Term: 4
Week: 3
Day: 3

Worksheet

The Fox and the Grapes

Date:

Task 1: Look at the text page and find.

1. Who said these words? " Just a juicy thing for my thirst "

   ____

2. The story is about ____________ .

Task 2: Read the story and complete the sentences.

- The fox saw a________________hanging over the wall.

3. He jumped over the wall but he __________ the bunch.
4. _________ he tried but he couldn't.
5. At last he ___________ the idea and walked away.

Task 3: Write answers.

- What did he see, when he was passing near the garden?

  ____

- How many times he jumped over the wall.

  ____

- What did he say about the grapes in the end?

  ____

Level: 3 Term: 4 Week: 3 Day: 4	**Lesson plan**	**Reading**

1. Objectives: 1. To enable them to read with fluency.
2. To use the words properly.

2. Skill: 1.Reading aloud. 2. Structure Practice.

3. Topic: 'The Fox and the Grapes'

4. Material: Worksheet (**structure**), Text Page.

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5. Procedure:

a. Read aloud. (15 – Minutes)

Use the text page of Day 3 (The Fox and the Grapes) and follow the suggested procedure.

b. Structure Practice. (20 minutes)

Worksheet

Task: 1

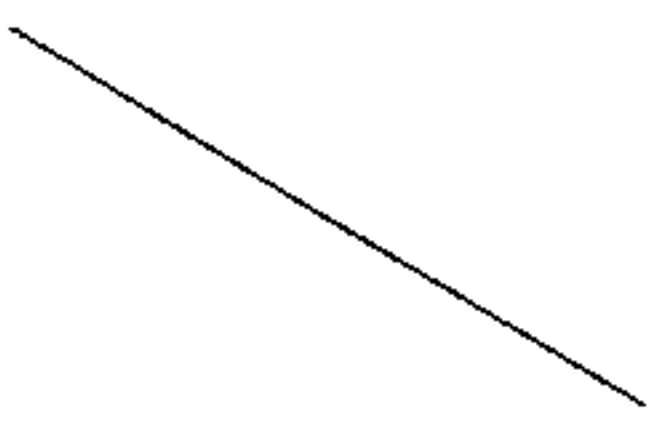
Task: 2

Task: 3

Peer checking and feedback follows each Task.

6. Follow up:

Choose any one Task from the worksheet.

(Free writing -------- 5 minutes)

Level: 3 | Reading
Term: 4 | **Worksheet**
Week: 3 | Date:
Day: 4 | **(Structure Practice)**

Task 1: Fill in the blanks with where or were
(Remember where refers to a place)

- Ahmed and Karim ____________ on holiday.
- A zoo is a place____________ animals are kept.
- There ____________ many animals at the zoo.
- The giraffes ______________ standing side by side.
- Then the boy went to the other side _________ they saw some birds.

Task 2: Here are the names of some animals and their noises.
Match the noises with the animals.

Task 3: Rewrite the correct sentences using full stop and capital letter.

the fox was passing by a garden

salim was eating fruits

i bought books pencils and copies

Level: 3	Lesson plan	
Term: 4		Writing
Week: 3		
Day: 5		

1. **Objectives:** To enable them to identify the difference between present and past.

2. **Function:** Explaining the present and past.

3. **Activity:** Reading and writing

4. **Material:** Worksheet (**Past and Present**)

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7. **Procedure:**

a. Write the following at the board and explain with examples.

- Verbs written in the **present** tense tell us what is happening **now**.
- Verbs written in the **past** tell us what happened **sometime ago**.

b. Worksheet.

Task 1

Students read the story first themselves (silently).
Ask one or two students to read aloud.

c. Ask them if they find any difference between the two texts. Then explain that first is a story and story is always written in past (2nd form of verb).
Second task is a description which is always written in present.

d. Exercise 1.
Exercise 2.
Exercise 3.

Feedback follows each exercise.

6. Follow up.

Repeat exercise no.1 and 2 in H / Work copies.

(Writing practice page for free day)

Lesson Plan
(English)

Level: 3

Term: 4

Week: 4

Communication	Reading	Writing	Assessment
• Sounds of - **ou.** • Listening (**Making words**)	• Extensive reading	• 2nd form of verb **"Does it sound right"**	**Yes**

Level: 3 Term: 4 Week: 4 Day: 1	**Lesson plan**	**Communication**

1. **Objectives:** To enable them to pronounce the Sounds of **ou**.

2. **Function:** Practising pronunciation.

3. **Activity:** Drill and writing.

4. **Material:** Worksheet (**Square**).

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5. Procedure:

a. Words for drill.

Shoulder Boulder Should Would

Your Pour Four Soul

b. Worksheet (Pair work).

- Explain the task properly.
- Peer checking and feed back.

c. Spy game (revision).
You say and the class guesses and writes the rhyming words. Ask them to sit in pairs in order to discuss their responses .Say each line two times.

- "I spy a word which rhymes with **Day".**
- "I spy a word which rhymes with **Deep**".
- "I spy a word which rhymes with **Boat**".
- "I spy a word which rhymes with **Blue**".

6. Follow up.

- "Find rhyming pairs from the worksheet and write". .

(Free writing ---------- 5 Min).

Level: 3 Term: 4 Week: 4 Day: 2	Lesson plan	Communication

1. **Objective:** To help the learners to become good spellers.
   To listen and follow.
2. **Function:** Learning the spellings and making words.
3. **Activity:** Words generating.
4. **Material:** Worksheet (**Making Words**).
5. **Procedure:**

a. Prepare your class for listening and ask them to follow what they are going to listen. This is a word making class and they are going to generate more and more words as the teacher says.

Worksheet

- Write it on the board in bold letters and explain.
  "You will have the vowel letter---a--- and the consonant letters---
  c , h , k , m , r , s , t ".
- Distribute worksheets and ask them to follow the listening text. Say each sentence two times and say it properly and clearly. When you reach at the last target word, give your students a minute to think and ask them to guess.

Listening text.

- **Take two letters and make ...at.**
- **Add a letter to make the three-letter word ... art.**
- **Change the letters around and turn art into ... Tar.**
- **Now change just one first letter and ...Tar can become... car.**
- **Now we are going to make some four –letter words. Hold up your fingers. Add up your fingers. Add one letter to ... car and you have... cart.**
- **Change the last letter and you can change ...cart into ...cars. Instead of one ... car you now have a number of ... cars.**
- **Don't take any letters out, change the letters around and you can make ...cars into ... scar.**
- **Change one letter and you can change... scar into... star.**

Start again.

- **Now take all the letters out and write the starting word again which is a two letter word ---- at.**
- **Take't' away and add a letter to spell ... an (an elephant).**
- **Add a letter to ... an, just to spell ... ant.**
- **Use the same letters you used for ... ant but move them around to spell them ... tan.**
- **Now add just the one letter in the last and you can spell ... tank.**
- **Its time for secret word. Don't touch the letter in tank , but add the–h-- in some where, and you will have it .This is a word you say when someone gives you something. It begins with Th sound ---------- Thank you.**
  - **Peer checking.**
  - **Feedback.**

Free writing ------5 minutes

Level: 3 Term: 4 Week: 4 Day: 3	**Reading**

1. Objectives: To develop the reading habit from the early stages.

2. Skill: Pleasure reading (Extensive reading)

3. Topic: Story books.

4. Material: Books or material selected by the teacher.

. Procedure:

- **Extensive reading:**
  Follow the suggested procedure.

- **Free writing:** (5 – minutes)
  Finish your lessons seven minutes before and set the class for free writing task.
  Follow the procedure

Level: 3	**Lesson plan**	
Term: 4		**writing**
Week: 4		
Day: 4		

1. **Objectives:** To enable them to use correct form of verb.

2. **Function:** Recognising the correct form of verb.

3. **Activity:** choose, correct and rewrite.

4. **Material:** Worksheet (**Does It Sound Right**).

---

5. Procedure:

a. Explain that verbs make their second form in different ways.

Some take ed ------ **walk / walked.**
Some change the form------ **know / knew.**
Some remain the same ----- **put / put.**

Ask some more verbs for each example.

b. Worksheet.

Explain each task properly one by one. take feed back at the end of each task.

Task 1. (Pair work).
Task 2. (Pair work).
Task 3. (Group work, with the group of three or four).

6. **Follow up.**
Repeat Task 3.

Writing practice page for free day.

Level: 3	Worksheet	
Term: 4		Communication
Week: 5	Text	
Day: 3		

Grass snakes can move very fast and even climb up trees! Grass snakes are harmless. But how do you know it's a grass snake? By their big round eyes that are black in the middle and red around the outside. They also have a pale ring of scales around their neck. Female grass snakes can lay up to 40 eggs! The baby snakes hatch about six weeks later.

Level: 3 Term: 4 Week: 4 Day: 6	worksheet	Assessment Date:

1. **Write the words which rhyme with.**
    - **Rung** _______ _______ _______
    - **Your** _______ _______ _______
2. **Write answers for each question.**
    - **Did fox eat the grapes?**

      ____

    - **Were the grapes sweet or sour?**

      ____

3. **Write down whether they are in the past or present.**
    - **My dog ran after the postman.** ________
    - **Children climbed over the wall.** ________
    - **I live in a town.** ________
    - **Squirrel has a long tail.** ________
4. **Write them correctly.**
    - **Maked** ________
    - **Gived** ________
    - **Catehed** ________
    - **Buyed** ________
5. **Use the correct form of verbs given in the brackets.**
   Once there ______ (**is**) a poor man who _____ (**live**) in a small hut. He _____ (**has**) only one dog. He _____ (**love**) his dog very much. One day he ______ (**go**) to jungle to cut the woods. When he ____(**come**) back, the dog _____ (**is**) not there.

(English)

Level: 3

Term: 4

Week: 5

Communication	Reading	Writing	Assessment
• Dipthongs **ou** – **ow** • Beginning a phone conversation.	• Text "**Grass snakes**" • Reading aloud, crossword puzzle (**Animal safari**)	• Paragraph writing "**The Bears**"	

Level: 3 **Term: 4** **Week: 5** **Day: 1**	**Lesson plan**	**Communication**

1. **Objectives:** To enable them to pronounce the sounds of Diphthongs **Ou--- Ow**.

2. **Function:** Practising the sounds in pronunciation.

3. **Activity:** Crossword puzzle.

4. **Material:** Worksheet (**Check It Out**).

---

5. Procedure:

a. Write the following words on the board with their diphthongs.
Words for drill.

ow	**down**	**brown**	**owl**	**crowd**	**cow**
ou	**south**	**found**	**round**	**house**	**mouse**

- Explain that dipthong is a combination of two different vowel sounds.

b. **Worksheet** (Group work).

- Make them sit in a group of three or four and do the task.
- Explain properly on the board how the words are spelt in cross and down.
- Peer checking and feed back.

6. Follow up.

- Copy the sentences from the worksheet.

(Free writing --------- 5 Min).

Level: 3	Lesson Plan	
Term: 4		Communication
Week: 5		
Day: 2		

1. **Objective:** To enable them to begin phone conversation with friends.

2. **Function:** Beginning a phone conversation.

3. **Activity:** Dialogue practice.

4. **Material:** Flash cards, chart.

---

5. **Procedure:**

a. First ask from them how they take start when they talk with their friends on phone.

b. Maria: Hello
karim: Hi Maria. This is karim.

Maria: oh! Hi karim. How are you?
Karim: Fine and you?

Maria: I am fine .what are you doing?
Karim: I am helping my mother in the kitchen. What about you?

Maria: I was cleaning my bookshelf.

- Write the above dialogue on the chart and display it on the board.
- Write the dialogues of each person on a separate sheet of card paper.
- Use these sheets or flash cards in dialogue practice.

c. Dialogue Practice.
Follow the suggested procedure.

- Pronouncing of the dialogues by the teachers.
- Teacher and the student (class).
- Students and the teacher.
- Students and students (in two groups).
- Rope—play (student and student).

Further practice.
Use following cues for further role-play. Write them on the board.

- **Razi /watching Television.**
- **Usman / playing video game.**
- **Nasreen/ reading a story book.**
- **Shona / eating breakfast.**
- **Tania/ colouring a picture.**

Free writing ------ 5 minutes.

Level: 3
Term: 4
Week: 5
Day: 3

Reading

1. **Objectives:** To read and understand.

2. **Skill:** Reading comprehension

3. **Topic:** **Grass Snakes.**

4. **Material:** Worksheet, Text page (**Grass Snakes**).

---

5. **Procedure:**

a. Ask them to read what they are going to read.

> **" This is not a man , not a place, not a plant but it is an animal. It lives in jungle, in deserts ,in rivers and even in lawns and gardens and also on the hills".**

Ask them to guess if they do not say the following.

> **" It cannot walk. It creeps. When it moves, it moves like waves. It is very dangerous. When it bites one can die".**

b. Text page:
Write the topic on the board. Ask them to look at the text page and find two very important things about the snake from each paragraph.

c. Worksheet:

Task 1:
Task 2:
Task 3:
Explain the task properly take feedback after the completion of each task.

6. **Follow up:**

Repeat Task 3.

Level: 3
Term: 4 **Worksheet**
Week: 5 **Reading**
Day: 3 **(Grass Snakes)** **Date:**

Task 1: **Read the text and check Yes/No**

1. __________ Grass snakes are very dangerous.
2. __________ They have big eyes.
3. __________ They have a red ring around their neck.
4. __________ They can climb up the trees.
5. __________ They can lay 50 eggs.
6. __________ They sit on their eggs for six weeks

Task 2: **Choose the correct answers.**

1. **How do you know it's a grass snake.**
   - by their speed.
   - by their eyes.
   - by their babies.

Task 3: **Match the words with their meanings.**

- **Lay up** — marks of round or half rounded shape.
- **Harmless** — time period of sitting on the eggs to take out babies
- **Scales** — which does not give any trouble
- **Hatch** — to sit on the eggs for some period to take out babies

Task 4: **Write four lines about the eyes of Grass snake. Draw it and colour it.**

1. They are ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Level: 3	**Lesson Plan**	
Term: 4		**Reading**
Week: 5		
Day: 4		

1. Objectives:
a. To read for fluency and pronunciation.
b. To focus on spelling
c. To prepare for creative writing

2. Skill:
a. Reading aloud
b. Word building and spelling
c. Free writing

3. Topic: Grass Snakes

4. Material: Text page, Worksheet (**Animal Safari**)

---

5. Procedure:

a. (**Reading Aloud**) 20 minutes.
Distribute the text page and follow the suggested procedure of Reading Aloud.

b. Crossword puzzle: (15 minutes)

Worksheet:
Explain the task properly. First round begins with G- letter, second with – R – letter and the third begins with – O - letter. Each letter will be used only for once.

c. Free Writing (5 minutes)
Follow the suggested procedure. Don't allow them to take more than five minutes.

Level: 3	Lesson plan	
Term: 4		Writing
Week: 5		
Day: 5		

1. **Objectives:** To enable them to write in a logical way.

2. **Function:** Describing an animal.

3. **Activity:** Paragraph writing.

4. **Material:** Worksheet **(The Bears) C / Work copy.**

---

5. Procedure:

a. Talk about Teddy bear and then animal bear. You can show some pictures.

b. Worksheet.(oral work).

---- Ask them to read a model paragraph on Brown bear (silently).
---- Ask them to read aloud. (More than once).
---- Ask questions on the cues (points) given under each heading. Ask them to give responses in complete sentences. Help in producing sentences orally.

c. Group work.

Divide class in groups. Each group should have four numbers. The group will choose one heading on the bear and write a paragraph in C / work copy. Every member should have the same writing and follow the model paragraph.

d. Peer checking.

The groups will exchange copies after writing. The peers should make circles around the mistakes.

e. Re---- writing.

Each group will rewrite the paragraph in an improved way. They can take help from the teacher.

f. Feed back.

Each group will read out the paragraph to the class one by one.

g. If time allows, ask them to write another paragraph, choosing different animal.

6. Follow up.

Repeat Task--- g.**Writing practice page for free day.**

Level: 3 Term: 4 Week: 5 Day: 5	Worksheet "The Bears"	Writing

There are many kinds of bears in the world. Here is a paragraph on brown bear Read it and write a paragraph on any one of them.

(Model paragraph)

" Brown Bear "

Brown bear is found in Asia, Europe and North America. He likes to eat plants, berries and nuts. His weight is about 330 to 825 pounds. He has a life of more than twenty five years.

Koala Bear

Home:	Australia
Food:	Eucalyptus
Facts:	lives in a pouch like a kangaroo

Panda bear

Home:	China
Food:	bamboo
Weight:	176---276 pounds
Colour:	Black and white

Polar bear

Home: Asia, Greenland, North America, and Canada.

Food: berries, honey, fish and leaves.
Writing practice page for free day.

Lesson Plan
(English)

Level: 3

Term: 4

Week: 6

Communication	Reading	Writing	Assessment
• Diagraph **ph - gh** • Listening (**Making words**)	• Poem **'One World, one Home'**.	• Diary writing	**Yes**

Level: 3		**Communication**
Term: 4	**Lesson plan**	
Week: 6		
Day: 1		

1. **Objectives:** To enable them to learn speech pattern of diagraph Ph—gh.

2. **Function:** Practising pronunciation.

3. **Activity:** Filling the gap and matching.

4. **Material:** Worksheet (**Photo Fun**).

---

5. Procedure:

a. Words for drill.

ph **photo trophy phone elephant**

gh **cough tough enough laugh**

- Explain that sometimes combination of two letters give a new different sound which is called ------ **Diagraph**.

b. Worksheet (Pair work).

- **Task1**. Explain the task properly.
- **Task2.** Ask them to write sentences using these words of the worksheet. Write in your C / work copy.

6. Follow up.

Repeat task 2.

Free writing ---------- 5 Min

Level: 3 Term: 4 Week: 6 Day: 2	**lesson plan**	**communication**

1. **Objective:** To help the learners to become good spellers. To listen and follow.
2. **Function:** Learning the spellings and making words.
3. **Activity:** Making words.
4. **Material:** Word cards (a------- z).
5. **Procedure:**

a. Preparation.

- Before starting the lesson, you should be ready with the following material.
- Take twenty six cards of 3 * 4 size.
- Write the letters of alphabets on the cards. Use bold markers and of any colour. Now you have a pack of 26 letter cards, from a---z (small).

Prepare your class for listening and making words.

b. Steps ----- activity

Each child has one letter card in his / her hand. The teacher ask them to listen and those who have target letters cards come to the board and place these cards on the ledge (shelf) of the board to make the word. They can also replace the letter card or add the new one. If there is no place to put up the card, they can hand over the cards to the teacher and the teacher will show the word to the class.

Listening text

- **Take two letters and make --- is.**
- **Now change one letter and make the word --- it.**
- **Just add one letter and you can make the three word--- kit.**
- **Change only the first letter and change ---kit to ---sit.**
- **Change just the last letter and you can change --- sit into---- sir.**
- **Now add one letter and you can make the four letter word---- stir. (You stir the paint colours before painting a picture).**
- **Let's make another five --- letter word --- stick.**
- **Remove just the first letter and you have the word --- tick.**
- **Now add one more letter and make a five letter word ---- trick.**

Now stop reading and draw attention of your class to the words they have made. Write these words on the board.
(Is, it, kit, sit, sir,stir,stick,tick,trick).

c. Sorting(c / work)

- **Ask them to take the word 'sit' and find other words that begin with----s sound ----------sick.**
- **Take the word skit and find other words that begin with------- sk.**
- **Take the word it and find other words that have--------- it in them.**
- **Take the word sick and find other words with -------------ick in them. (If you have time add more examples).**

d. Peer checking and Feed back.

6. Follow up

Ask them to make as many words as they can from the word ----**is**. Each word has a letter from the previous word.

Level: 3 Term: 4 Week: 6 Day: 3	**Reading**

1. **Objectives:** To read the poem rhythmically.

2. **Skill:** Reading for pleasure.

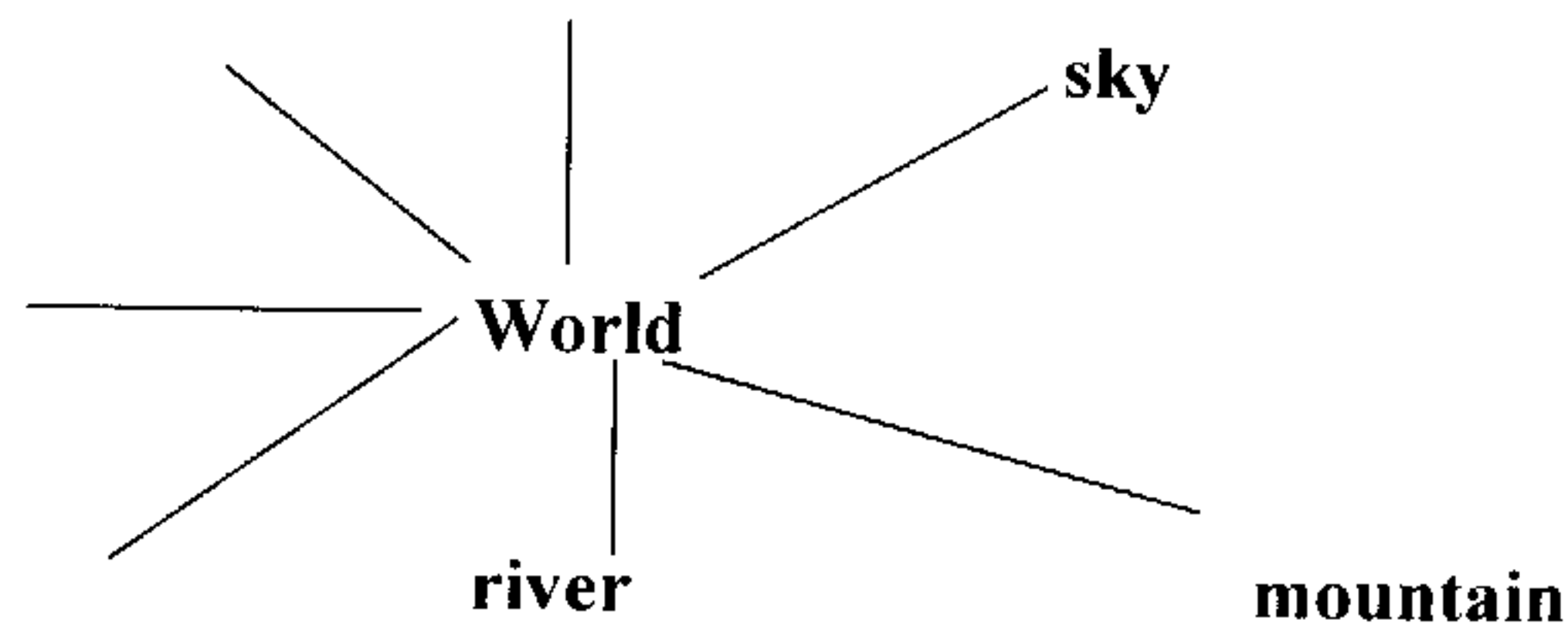
3. **Topic:** "One world, one home…"

4. **Material:** Poem page.

----

5. **Procedure:**

a. **Warm up:**
Write the word **World** in the centre of the board and ask different questions from the student. Make a web with the short responses of the student.

e.g.

Questions:

- What are the things which make this World?
- What things do you see around in nature?
- Tell the name of nature things which make our world?
  (River , trees , lakes , animal , Flowers)

b. **Poem Page:**
Follow the suggested procedure.

c. Make a web of the world in your copy and take the words from the poem.

6. **Follow up:**

Repeat Task – C

Free writing (5 – minutes)

Level: 3 Term: 4 Week: 6 Day: 3	Text Page	Reading Date:

I like the world

I like the world

The world is good

World of water

World of wood

World of feather

World of bone

World of mountain

World of stone.

World of fibre

World of spark

World of sunshine

World of dark

World of raindrop

World of dew

World of me

and

World of you.

Level: 3 Term: 4 Week: 6 Day: 4	lesson plan	Writing

1. **Objectives:** To enable them to write about events in simple and short style.

2. **Function:** Writing a diary.

3. **Activity:** Diary writing.

4. **Material:** Worksheet, class work copy.

---

5. Procedure:

a. Explain to them what is a diary and tell them that diary writing is a good habit. In a diary, we only note down main important and interesting events of our day to day life.

b. worksheet.
Explain what is written there on the worksheet. Read it aloud to the class. Ask them to read out more than once.

c. Task 1.(class work copy) pair work.
Write your diary as it is written on the worksheet. Take one real day when you were engaged Don't forget writing date.

d. Task 2.
Write another page of your diary. Make the other an imaginary day, about what you would most like to do.

7. **Follow up:**
Repeat task No.1

Writing practice page for free day

Level: 3 Term: 4 Week: 6 Day: 6	worksheet	Assessment Date:

1. Write the words which have these sounds.

   - ow _______ _______ _______
   - ph _______ _______ _______

2. Write answers for each question.

   - For how many weeks do the grass snakes sit on their eggs?

   ____

   - What do you see at the neck of the grass snake?

   ____

3. Complete the sentences of the poem.

   World of water,

   World of _____

   World of sunshine,

   World of _____

4. Write few lines on Panda bear with the help of given cues.

   Home: China ________________

   Food: Bamboo ________________

   Colour: Black and white ________________

   Weight: 176 -276 pounds ________________

Lesson Plan
(English)

Level: 3

Term: 4

Week: 7

Communication	Reading	Writing	Assessment
• Silent letters - **dge** • Listening a story **(life on a farm)**	• Text: **'Cows'** • Reading aloud.	• Word play (**Words that are ill!**)	

Level: 3 Term: 4 Week: 7 Day: 1	Lesson plan	Communication

1. **Objectives:** To enable them to spell properly with silent letters (dge).

2. **Function:** Practising the spelling.

3. **Activity:** completion of a story and colouring.

4. **Material:** Worksheet (**Hodge—Podge Lodge**).

---

5. **Procedure:**

a. **Words for drill.**

badge hedge bridge

lodge judge fudge

- Explain that some letters remain silent in spelling.

b. **Worksheet.**

Explain the task.

c. **Rhyming game** (revision).

Divide your class into two teams and the groups will sit in pairs.
First pair says a word. Then the first pair of the second group
responds with a rhyming word. They keep on saying until one of them
cannot think of rhyming word and thus loses one point.
Then the loser begins the next round. You can take words on different sounds.

e.g.
Man--------- tan.
Sick--------- pick.
Wood------- good.
Give them more words if time allows.

6. **Follow up.**

Copy the sentences from the worksheet.

(Free writing---------- 5 Min).

Level: 3 Term: 4 Week: 7 Day: 2	**Lesson plan**	**Communication**

1. **Objectives:** To listen and understand.

2. **Function:** Listening and responding.

3. **Activity:** Story listening.

4. **Material:** **Worksheet (Life on a Farm).**

---

5. Procedure:

a. Prepare your class for listening. Ask them to discuss with their partners on both sides to prepare a list of things which are very common in a country area (village area).
Take feed back.

b. 1st listening
Just read the text aloud and make them listen.

c. 2nd Listening (worksheet).
Task 1. (Pair work).

d. 3rd Listening.
Task 2. (Pair work).
Take feed back at the end of each task.

e. If time allows ask questions orally about the text of the story .ask their own opinions about the country life and city life.

6. Follow up.

"Write few lines about country life."

Level: 3	Listening text	
Term: 4		Communication
Week: 7		
Day: 2		

Zari khan and Rabia live on a small farm in the country. They are farmers. Rabia, the wife, likes living on a farm. It is quiet Zari khan, the husband likes living on a farm too. He doesn't want to live in a crowded city, with a lot of traffic and noise.

Zari khan and Rabia have many animals. They have thirty chickens, eleven goats, six cows, and two buffaloes. Rabia feeds and takes care of animals everyday.

Zari khan and Rabia also grow vegetables on this farm. They grow corn,onions, potatoes, carrots and lettuce. Zari khan works outside all day. Life on the farm is not easy. Rabia and zari khan get up at 4:30 a.m and begin work. In the evening they are very tired. Sometimes their son Umer khan calls from the city. He says, 'Sell the farm! You can move to the city and buy eggs, milk and vegetables at the super market'.

But Zari khan and Rabia don't want to move. They are very happy living on the farm. They say, "The air is clean here. The grass is green and the vegetables are fresh and we don't like going to supermarket".

Level: 3 Term: 4 Week: 7 Day: 2	Worksheet (Life on a Farm)	Communication Date:

Task 1. Listen and check yes or no.

Yes	No	
___	___	1. Zari khan and Rabia are farmers.
___	___	2. They like living in the big city.
___	___	3. The country has a lot of traffic.
___	___	4. Rabia takes care of animals.
___	___	5. Zari khan works inside all day.
___	___	6. Farm life isn't easy. They get very tired.
___	___	7. They get up at 5:30 every morning.
___	___	8. Their daughter tells them to sell the farm.

Task 2. Listen and write the words on the lines.

Name of the wife __________

Name of their son __________

How many chickens ? __________

How many cows ? __________

They grow corn __________, potatoes, _____ and lettuce.

They get up at __________

They are happy on __________

They do not like __________

Level: 3
Term: 4
Week: 7
Day: 3

Lesson Plan

Reading

1. Objectives:
a. To read and understand
b. To develop vocabulary

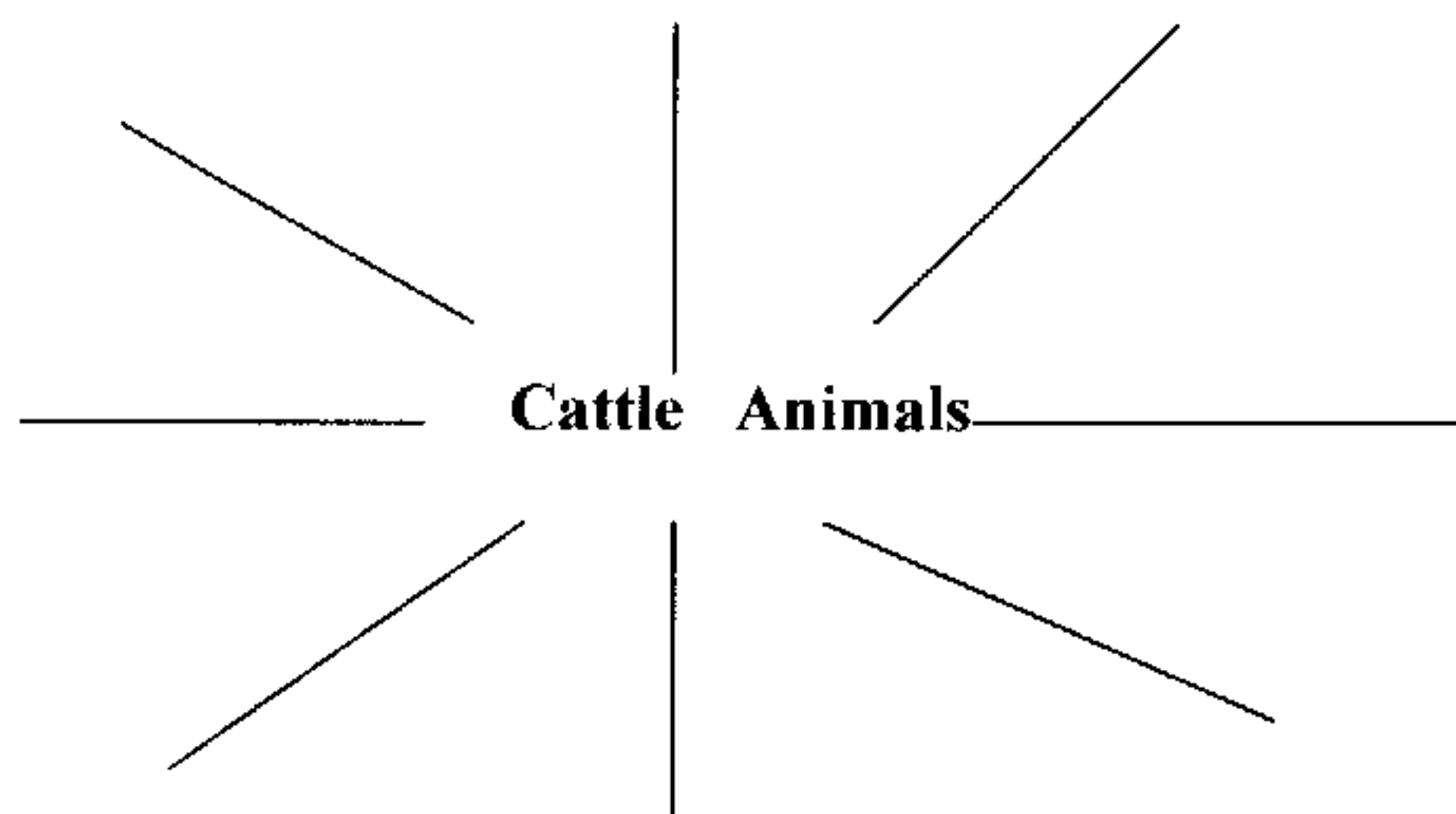
2. Skill: Reading Comprehension.

3. Topic: Cows

4. Material: Text Page, Worksheet (**Cows**)

---

5. Procedure:

a. Warm up:
Ask if they know the names of cattle animal. Make a web on the board and write the names of animals around.

b. Announce the topic and write it on the board. Distribute Text pages.
Task 1: (Fast Reading)
Task 2:
Task 3:

6. Follow up

Write the names of cattle animals.

Level: 3 Term: 4 Week: 7 Day: 3	Worksheet (Cows)	Date:

Task 1: Look at the page and underline the words which have a link with cows (on the text page).

Task 2: Read the text and Complete the sentences.

- Cows give milk and _________
- In summer they eat grass but in winter they eat _________
- They bring back the food to the mouth when they are _________
- The food they eat passes through its mouth _________

Task 3: Read the text and select the meanings of the words.

- Grazing means -------- ---
  - eating food
  - eating grass
- Swallow means ---------
  - picking food to eat
  - passing food into stomach to eat
- Chew means ----------
  - passing through mouth.
  - passing through stomach.
  - passing through the teeth.

Task 4: Complete the process of eating by putting words in the right order.
chewing, swallowing, grazing, bringing back to mouth.

1. grazing
2. _____________
3. _____________
4. _____________

Level: 3
Term: 4
Week: 7
Day: 4

Reading

1. Objectives:
a. To check comprehension of the text.
b. To read for pronunciation and fluency.

2. Skill: a.Reading silently b.Reading Aloud

3. Topic: **Cows.**

4. Material: Text page. Class work copy

---

5. Procedure:

a. **Comprehension check**: (15 minutes)

Write the following questions on the board and ask them to read again and write answers in their C/work copy.

1. What can we make from the skins of cows?
2. What do cows eat in summer?
3. Why are they sometimes given extra food?
4. What happens when the cow is at rest?

b. Reading Aloud (20 minutes)

6. Follow up:

Repeat Task - A.

Free writing --------- 5 minutes.

Level: 3	Lesson plan	
Term: 4		writing
Week: 7		
Day: 5		

1. **Objectives:** To give them practice of making words.

2. **Function:** Practising the spelling and reinforcing vocabulary.

3. **Activity:** Word---play.

4. **Material:** Worksheet (**Words that are ill!**)

---

5. Procedure:

a. Work sheet.

Read the letters aloud given in the box and tell them that the words are all **ill** words. Explain the task.

b. Pair work

Task 1.
Task 2.
Task 3.

c. Class work copy.

Ask them to copy all the words then make sentences with five of them.

6. Follow up.

Repeat Task---- c.

Free writing------- 5 minutes.

Writing practice page for free day.

Lesson Plan
(English)

Level: 3

Term: 4

Week: 8

Communication	Reading	Writing	Assessment
• Silent consonants **K, W, gh, C** • Asking and answering about shopping.	• Text **"The Fir Tree"**	• Describing words (**Opposites**)	**Yes**

Level: 3		**Communication**
Term: 4	**Lesson plan**	
Week: 8		
Day: 1		

1. **Objectives:** To enable them to identify silent consonants in spelling.

2. **Function:** Pronouncing properly.

3. **Activity:** Identifying pictures for words.

4. **Material:** Worksheet (SH H H H H!), chart.

----

5. **Procedure:**

a. **Words for drill.**

k------know	**k**not	**k**nee	**k**nock
w------wrong	**w**rist	**w**rite	**w**rap
gh------ri**gh**t	fi**gh**t	fli**gh**t	bri**gh**t
c-------s**c**issors	s**c**ene	s**c**ent	

- Write these words on a chart. Use red colour for silent letters and black for others and display on the board for choral drill.

b. **Worksheet** (Pair work).

- Explain the task

c. **Class work copy.**

- Ask them to copy all the words from chart and worksheet and write them in alphabetical order.

6. **Follow up.**
Repeat task c.

Free writing ---------- 5 Minutes.

Level: 3	Lesson Plan	
Term: 4		Communication
Week: 8		
Day: 2		

1. **Objective:** To enable them to talk at the shop for buying some items.
2. **Function:** Asking and answering about shopping.
3. **Activity:** Dialogue Practice.
4. **Material:** Chart, Flash card.

5. **Procedure:**

a. Prepare a chart and with the following dialogues. Display it on the board. Prepare three flash cards. One for the lines of mother, one for Kalim, and one for shopkeeper. Write only the lines of speaker and leave the space blank for the lines of others.

> **Mother:** **Do you like this red shirt.**
> **Kalim:** **Yes, it's nice. How much is it?**
> **Mother:** **It's Rs. 85.00.**
> **Kalim:** **That's ok.**
>
> **Mother:** **Can I buy this shirt please?**
> **Shopkeeper:** **Yes, that is Rs. 85.00 please.**
> **Mother:** **Here you are.**
> **Shopkeeper:** **Thank you, madam.**

Read the dialogues from the board with proper pronunciation, accent and intonation.

b. Dialogue practice
Follow the suggested procedure.

c. Role play.
Call three students, hand over the flash cards and let them say their lines. (Repeat it with more groups.)

Further Practice:
Write the following cues on the board and ask them to replace the words for red shirt and price.

blue trousers	**pink ribbon**	**white socks**
Rs.120.00	**Rs.25.00**	**Rs.20.00**
green dupatta		**black sweater**
Rs.50.00		**Rs.200.00**

Free writing -------- 5 minutes.

Level: 3
Term: 4
Week: 8
Day: 3

Lesson Plan

Reading

1. **Objectives:** To read and follow the events of a story.

2. **Skill:** Reading comprehension

3. **Topic:** The Fir Tree

4. **Material:** Text page, Worksheet (**The Fir Tree**)

---

5. Procedure:

a. Warm up:

- Talk about trees and ask the following questions.
    - Do trees have leaves alike?
    - What shapes do they have?

- Ask them to go out side and bring few leaves which have different shapes.

- Tell them that there are some trees which have pointed, stiff, hard and thick leaves. These trees are found on the hill and the trees are cone – shaped. They are called Fir trees. (Draw the shape)

b. Reading Comprehension

Write the topic on the board and distribute text pages.

Task 1: (Fast Reading) Explain the task and give examples of an adjective word

Task 2:

Task 3:

Task 4:
Feed back and peer checking follows each task.

6. Follow up:

Repeat Task – 4.

Level: 3		Reading
Term: 4	Text page	
Week: 8		Date:
Day: 3		

The Fir Tree

Once upon a time there was a little fir tree. It lived all alone on the slope of a mountain. It was a very pretty little tree, but it was always sad.

It looked at the other trees.
They were full of bright, green leaves. There were beautiful nests in the other trees, and brightly coloured birds.

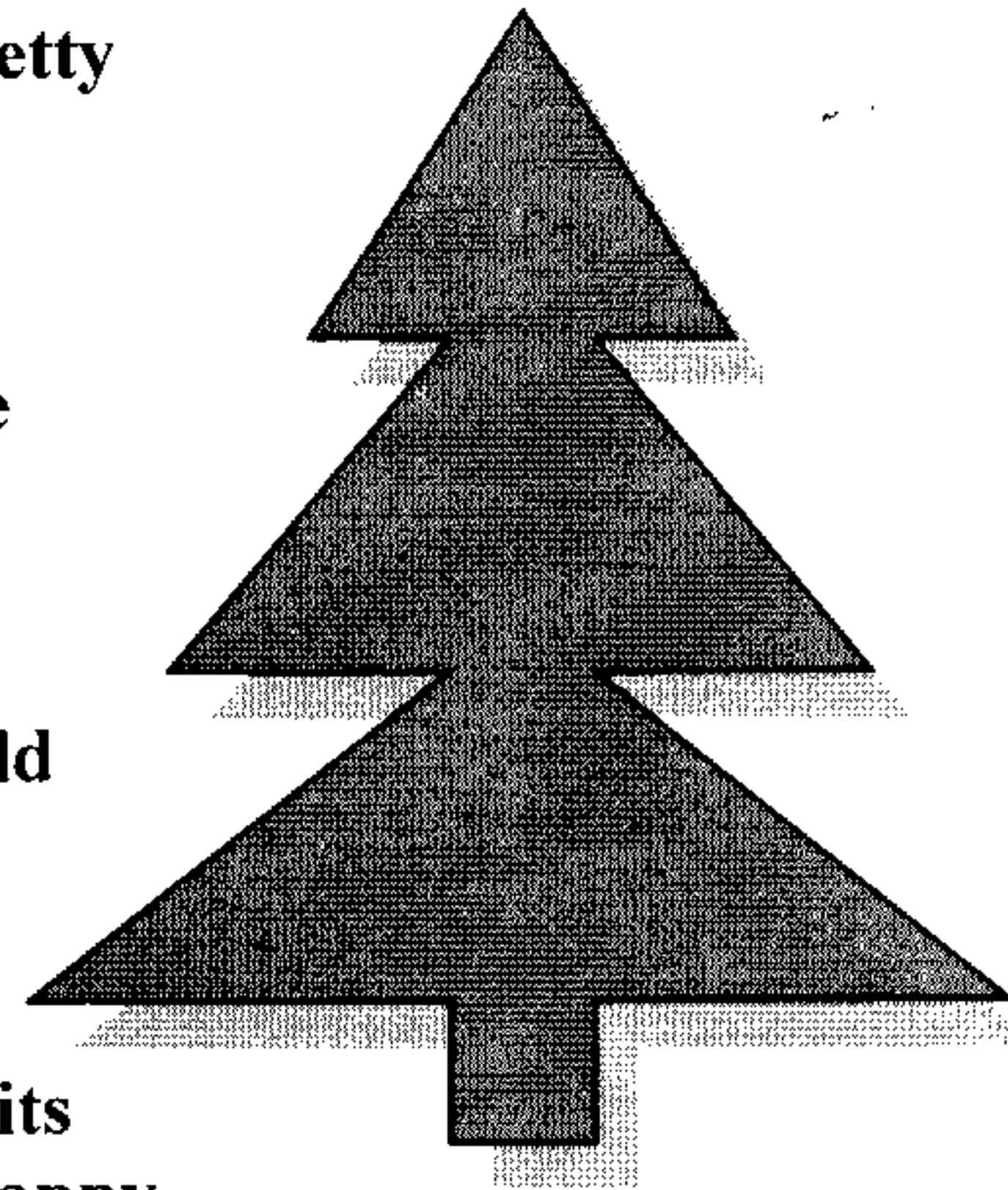
"My leaves are stiff and long. The birds can't build nests in my branches. Oh dear! I wish I had green, soft leaves."

Suddenly the tree heard a voice singing. Then all its leaves became green. The little fir tree was very happy.

The next day a goat came. It ate all the soft green leaves. The little tree had no leaves at all. "Oh dear!" cried the little tree. "I wish I had gold leaves. Then the goats would not eat them."

Then the tree heard a voice singing. Suddenly all its leaves became gold. The little fir tree was very happy. But an old man came and stole all the gold leaves, and the little tree had none.

"Oh dear!" cried the little tree. "I wish I had glass leaves. Then no one would steal them." Suddenly the tree heard a voice singing. Then all its leaves became glass. But a strong wind blew and broke all the glass leaves.

"Oh dear!" said the little fir tree. "I wish I had my old leaves back." And the next day back came the old leaves. The goats did not eat them. No one stole them. The wind did not break them. The little fir tree was very happy.

Level: 3
Term: 4
Week: 8
Day: 3

Worksheet

Date:

Task 1: **Look at the text and underline the adjectives.**

Task 2: **Read the text and compare the Fir tree with other trees.**

	Fir Tree	Other Trees
leaves		soft and green leaves
birds		
colours		

Task 3: **The Fir tree said some wishes to himself. These wishes are not written in order. Read the Text and give numbers to the wishes as the tree has spoken to himself.**

- - - - - - -' oh dear! I wish I had gold leaves.'
- - - - - - - 'oh dear! I wish I had my old leaves back.'
- - - - - - -'oh dear! I wish I had green soft leaves.'
- - - - - - - 'oh dear! I wish I have glass leaves.'

Task 4: **Who ate its soft and green leaves?** ______________

Who took all its gold leaves? ______________

Who broke its glass leaves? ______________

Level: 3 Term: 4 Week: 8 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** To enable them to focus on opposites.

2. **Function:** Using describing words.

3. **Activity:** Sentence writing for description.

4. **Material:** Worksheet (**just the Opposite!**).

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5. **Procedure:**

   a. Write the following on the board.

   "Most adjectives have opposites".
   big / little, good / bad, young / old.

b. Worksheet.
Ask some questions about the picture.
Read out the poem written under the table. Ask them to read and re-read aloud.

Task1. Pair work.
Task2. Pair work.
Task3. Pair work.

Peer checking and Feed back.

6. Follow up.
Repeat Task 3.

- **Free writing ------------5 minutes**
- **(Writing practice page for free day)**

Level: 3		Assessment
Term: 4	worksheet	
Week: 8		Date:
Day: 6		

1. Write the words which have following silent letters.

k ________ ________

w ________ ________

gh ________ ________

dg ________ ________

Write answers for each question.

- What do cows eat in winter?

____

- When does cow bring food back to its mouth?

____

- How many wishes did the fir tree made?

____

2. Make words ending in ill (w ill)

________ ________ ________ ________

3. Replace the underlined words with their opposites and make another meaningful story.

Once upon a time there lived an old man who had an ugly wife.

But she was very cruel, especially for those who were rich.

Everybody hated her.